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ABSTRACT

A standardized map policy was written based on information found in the literature for comparison with the methods which map libraries utilize in acquiring their collections. To determine the methods actually used by the field, a questionnaire was sent to 48 depository map libraries. Results substantiated the policy formulated for this study, that map librarians do use a tremendous variety of selection materials as described in the literature. Appendices include a description of the standardized map acquisition policy, the questionnaire instrument, a list of U.S. libraries with over 100,000 maps, and a list of libraries with between 50,000 and 100,000 maps. (Author/CMV)

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A WRITTEN MAP ACQUISITION POLICY: THE STANDARDIZED COMPARED WITH ACTUAL MAP LIBRARY PRACTICES

by

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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ABSTRACT

A standardized map policy was written based on information found in the literature to determine what means map libraries utilize in acquiring their collections. The policy was tested by means of a questionnaire which was sent to forty-eight map libraries. The information obtained fairly well substantiated the policy formulated for this study. Map librarians do use the tremendous variety of selection materials as described in the literature.

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Chapter 1

THE PROBLEM

Introduction to the Problem

Library literature has long been an advocate of written library selection and acquisition policies.[1] Any library which selects, evaluates, and acquires materials of any kind for use by a public should have some form of a written policy.

> A library is always vulnerable to criticism from persons or groups who do not approve of material included in the library collection or who are unhappy because certain materials were excluded.[2]

A written policy enables a library to stand behind challenges it receives by unhappy clientele; it aids collection development because of established guidelines for selection.[3]

A selection and acquisition policy should be "unified and well-defined."[4] One purpose of a written policy was to state the aims and

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[1]Calvin J. Boyer and Nancy L. Eaton, Book Selection Policies in American Libraries (Austin, Texas: Armadillo Press, 1971), p. iii.

[2]Ibid., p. iii. [3]Ibid., p. iii.

[4]Alberta Koerner, "Aquisition Philosophy and Cataloging Priorities for University Map Libraries," Special Libraries, 63 (November, 1972), 511.

goals for acquiring the collection. No framework could be found to adequately judge an item for purchase without a written policy. A map policy allowed for frequent evaluation of priorities, so essential in days of low budgets. When there was no money available, attention was paid to what was being purchased. If it had a low priority on the policy, it would not be purchased until a later date when more money was available. A good policy helped also in preventing "wasteful overlapping and duplicate purchasing."[5] The policy reflected a knowledge of what was occurring in the teaching curricula in a college or university situation. It also enhanced the academic interests of the faculty.

A search through the literature revealed little information on the subject of map selection and acquisition policies. From what was available, based mostly on criteria stated in an article by Alan Edward Schorr, Librarian at the University of Alaska,[6] a standardized map selection and acquisition policy was compiled. How were the criteria, as stated in the standardized policy, faring in actual library practices? This question provided the impetus for this study. What criteria do map libraries actually use when building their collections? These were two of the questions to which this study sought answers.

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[5]Koerner, p. 511.

[6]Alan Edward Schorr, "Written Map Acquisition Policies in Academic Libraries," Special Libraries Association. Geography and Map Division. Bulletin, 98 (December, 1974), 28.

Statement of the Problem

The criteria used in formulating the standardized acquisition policy were taken from Schorr's article "Written Map Acquisition Policies in Academic Libraries." The criteria were as follows:

> 1. a statement of philosophy and goals to guide those developing the collection.
> 2. clear indication of those sharing responsibility for implementing the immediate and long-term objectives of the collection.
> 3. enumeration of the geographical areas represented in the collection, depth of coverage, and the specific types of materials to be acquired.
> 4. indication of criteria used for selection and evaluation of the materials, and the ability to judge critically if stated objectives have been met.[7]

Several subproblems were considered in this study:

1. Did all the libraries which were sent questionnaires have a written map selection and acquisition policy?

2. Were there similarities in the criteria used by large-size and medium-size map libraries to acquire their collections?

3. Were there differences in the criteria used by large-size and medium-size map libraries to acquire their collections?

4. What criteria do map librarians actually use in acquiring their collections?

Delimitations

Only United States' university map libraries with collections of over 100,000 maps were sent a questionnaire. Only 24 medium-size

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[7]Schorr, p. 28.

United States' university map libraries (collections of between 50,000 and 100,000 maps) were sent a questionnaire. University map libraries with collections of under 50,000 maps were excluded from this study.

Hypotheses

1. There is no difference between criteria used by large-size libraries and medium-size libraries.

2. There is no difference between philosophies in large-size and medium-size university map libraries.

3. There is no difference in the types of general material large-size and medium-size university map libraries collect.

Definition of Terms

Utilitarian - maps to be worked on or drawn on; new maps were collected to replace the old maps as the old maps became obsolete[8]

Thematic - subject oriented map

Topographical - drawn on representations of ". . . the surface features of a region including its relief and rivers, lakes, etc., and such man-made features as canals, bridges, roads, etc."[9]

Time series - shows progression of an area from early to

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[8]Richard W. Stephensen, "Published Sources of Information About Maps and Atlases," Special Libraries, 61 (February, 1970), 88.

[9]David B. Guralnik, ed., Webster's New World Dictionary (New York: World Publishing Company, 1970), p. 1500.

present times[10]

Large-size university map library - over 100,000 maps in the collection

Medium-size university map library - between 50,000 and 100,000 maps in the collection

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[10]Brigham Young University, Selection and Acquisition Policy for Atlases, Sheet Maps and Gazetteers (Provo, Utah: Harold B. Lee Library, 1975), 3.

Chapter 2

REVIEW OF THE LITERATURE

Background Information

In searching the literature, information about the development of a map acquisition policy was generall, found to be lacking. Map selection has been based on an intellectual judgment on the part of the librarian, rather than on a written policy. Enough data were found, however, to compose a written map policy, but more studies were needed on the subject to demonstrate to map librarians the importance of having a written policy instead of an informal, unwritten method of building a collection. [1]

Maps have been a neglected part of a general library collection. Traditionally maps have been regarded and handled as minor publications, being dealt with after all other materials have been considered. Historically they have been rejected or jealously guarded. One example of map rejection stemmed from the strong and influential Church of the Middle Ages. Anything the Church said was regarded as law. It was believed to be sinful to seek answers to questions about the universe.

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[1]Koerner, p. 511.

Since maps were often a good means of answering many of the questions, they were shunned by all but the few who doubted the Church.

Another group that became associated with maps, at a later date, was the military. The military felt it was unwise to plot strategic military locations and routes on maps, lest they fell into the hands of the enemy. Thus, the leaders were afraid to make maps, and even more wary to collect and preserve them. Early sea charts to the newly discovered lands were jealously guarded. Even into the nineteenth century it was considered high treason to reveal information found on an official map.

Three factors in the fifteenth century gave map production its first impetus: Ptolemy's Geographia was revived, Gutenberg developed the printing press, and America was discovered.[2] Since these events maps have been gaining importance as an educational, recreational, and informational tool in society.

REASONS FOR COLLECTING MAPS

There were three main reasons cited for map collecting: educational, utilitarian, and scholarly.[3] Educational maps enabled students to learn historical, geographical, geological information

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[2]Lloyd A. Brown, "The Problem of Maps," Library Trends, 13 (October, 1964), 215.

[3]Stephenson, p. 88.

about the earth and its place in the universe. Utilitarian maps had a dual meaning. They were maps which could actually be worked with and drawn on or new maps which were collected to replace the old maps as they became obsolete. Scholarly maps were those which were collected to help people understand more fully the different disciplines within geography.[4]

Criteria

Once the reasons for developing a map collection had been established, some specific criteria for acquiring the maps needed to be developed. Charles E. Current, Librarian/Assistant Professor at Wayne State College, Nebraska established six criteria for judging the quality of a map: visibility, size, amount of detail, color, durability, and accuracy.[5] Lloyd A. Brown summed up the characteristics of a quality map in the following quotation:

> A map is supposed to convey a picture. If it does this clearly, without confusing the reader, the chances are it is a good map. And if a map is drawn to scale, with clean lines carefully laid down, with parallels of latitude and meridians of longitude indicated, the chances are it will be a fairly accurate map.[6]

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[4]Stephenson, p. 88.

[5]Charles E. Current, "The Acquisition of Maps for School (and Other Small) Libraries," Wilson Library Bulletin, 45 (February, 1971), 579.

[6]Brown, p. 224.

Written Policy

Schorr's study of map acquisition policies verified that a map collection existed for the benefit of the patrons: students, faculty, and general public. Written policy statements provided a means for judging whether the patrons were adequately served. Schorr's statements from which the standardized policy was created were summarized:

1. Statement of philosophy
2. Responsibilities of people in the map library
3. Establishment of priorities for geographical areas and depth of coverage
4. Criteria used in actual selection[7]

Written policies have long been advocated in library literature. In the actual format of a written policy, a general statement of principles and reasons behind selections preceded the more specialized discussion of actual materials.[8]

The ultimate responsibility for selecting, ordering, acquiring, and evaluating the map collection has remained with the head map librarian. However, to be truly efficient, the head librarian received input from outside sources before making the final decision.[9] On a

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[7]Schorr, p. 28.

[8]Mary Duncan Carter, Wallace John Bonk, and Rose Mary Magrill, Building Library Collections (Metuchen, New Jersey: Scarecrow Press, 1974), p. 26.

[9]Harold Nichols, Map Librarianship (Hamden, Conn.: Shoe String Press, 1976), p. 28.

college or university campus, the map librarian must be aware of the needs of the various departments which require maps. Any input the map librarian received from these departments was taken into consideration when it became time to select the maps, but the final decision on any map purchase remained with the map librarian.

Factors. Schorr listed the materials any academic map library should consider when building its collection. He broke the materials into five main categories: maps, atlases, references, charts and photographs, and other.[10] The priorities established by each library varied from place to place. Schorr's listing was a general list from which selections were to be made.

Scale was considered in the standardized policy. The term scale "expresses the relationship between the size of objects in reality and their size on the map."[11] Scale charts developed by G. C. Dickinson, Lecturer in Geography, University of Leeds, were the impetus for the scales used in the standardized policy for the different geographical areas. Each map library has had to choose which scale/scales of maps were desired for its collection. Some of the common scales were listed:[12]

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[10]Schorr, p. 29.

[11]G. C. Dickinson, Maps and Air Photographs (London: Edward Arnold, 1970), p. 99.

[12]Ibid., p. 102.

1:2,500	1:62,500
1:10,000	1:100,000
1:25,000	1:250,000
1:50,000	1:1,000,000

The larger the number, the smaller the scale. At a scale of 1:1,000,000, one inch on the map equals 15.8 miles.[13] The smaller the number, the larger the scale. At a scale of 1:62,500, one inch on the map equals one mile. Larger scale maps show more detail than smaller scale maps. Alberta Koerner, Assistant Map Librarian, The University of Michigan Library supported the statement that a given map library was responsible for collecting detailed topographic and thematic maps of the local area "unless another local map collection has already filled this need."[14]

Geographical priorities were mentioned by Schorr. This referred to what geographical areas a library has decided to emphasize, the depth of coverage, and specific themes the librarian has decided to develop.[15] One common method of building the flat map collection has been through the "time-series" sets of maps. These maps have shown changes through time from early to present of a particular geographical area.[16] The priorities would vary from library to library and a standardized policy must take this into account.

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[13]Ibid., p. 102. [14]Koerner, p. 512. [15]Schorr, p. 28.

[16]Brigham Young University Policy, p. 1.

Two sources stated the importance of including a written section on what has been excluded from the collection. Koerner discussed the ideal goal of collecting large-scale topographic world maps. This was a worthwhile goal, but very impractical. Cost factors and space problems delimited this goal.[17]

One aspect as yet not discussed has been weeding. Library literature stressed the importance of weeding a collection. Carter, Bonk and Magrill described books as candidates for weeding if they were duplicates, out-dated, worn out or destroyed or multilated through vandalism.[18] These criteria can be extended to maps as well. These criteria formed the basis of the weeding section of the standardized policy.

Summary

Some material has been written on the importance of having a written map acquisition and selection policy, but it was surprisingly little in comparison with other library subject material. A search through the literature established that a written policy should contain a philosophy or statement of purpose for the collection, the people who are responsible for the collection and its growth, general priorities of geographical areas and specific criteria for purchasing specific maps.

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[17]Koerner, p. 512.

[18]Carter, Bonk and Magrill, p. 169.

All these were essential parts of the written policy; if one was lacking then the policy, according to the literature, would be incomplete.

Chapter 3

METHODOLOGY

For this study, a standardized map selection and acquisition policy based on information found in the literature was written (Appendix A). A questionnaire (Appendix C) based on information in the policy was formulated to evaluate to what extent selected United States' university map libraries followed the criteria stated in the standardized policy.

The questionnaire was sent to all 24 large-size United States' university map libraries containing over 100,000 maps. In order to achieve more adequate survey results, the number of libraries surveyed was increased to include 24 medium-size university map libraries containing between 50,000 and 100,000 maps in the collection. There were 61 of the medium-size libraries found in the book Map Collections in the United States and Canada A Directory. The information in this text was gathered in 1970. A random sample of 24 of these 61 medium-size libraries was taken. A total of 48 libraries, 24 large-size libraries and 24 medium-size libraries received questionnaires. A cover letter was sent to each library (Appendix B).

The questionnaire was pretested at Brigham Young University, the University of Utah, Utah State, Weber State and Ricks College by

map librarians at the respective universities. Input was received from Thomas Hinckley and Richard Jackson of the Brigham Young University Geography Department. The questionnaire was modified after the pretest before it was sent to the actual libraries selected for the survey.

Types of general materials, reference materials, philosophies and criteria used for acquiring collections was tabulated and run on the Statistical Package for the Social Sciences Program (SPSS) using frequencies and crosstabs.

Chapter 4

ANALYSIS OF THE DATA

The first 70 variables covered materials of various types found in map libraries. The results of these variables were handled descriptively in their analysis as this seemed to be the most efficient way of handling the data. There were 28 libraries which responded to the questionnaire, 17 large libraries and 11 medium-sized libraries. The total received was one short of the 60 percent required for accurate results on the questionnaire, so the data descriptions may not be totally accurate. The questionnaire was divided into 74 variables with one added for crosstab purposes, making a total of 75 variables. The first variable was unanimous. All the libraries were depository libraries.

Question two had five variables. This question asked which types of depository materials each library collected. The literature revealed more important types of depository materials were TOPOCOM (Army maps), USGS (Geological), USGS (Topographical), and local materials. Twenty-seven of the libraries collected USGS (Topographical); twenty-three collected TOPOCOM; twenty-two collected USGS (Geological). Only six libraries felt local materials were important enough to collect. One reason for the low local material category

(Variable 5 in Table 1), was that there may be a lack of local depository materials of relative importance to map libraries. Fifty percent stated "Other" materials were important depository items. Table One shows the results.

Table 1

Types of Depository Materials

Question	No.	Yes %	No.	No %
(2) TOPOCOM	23	82.1	5	17.9
(3) USGS (Geologic)	22	78.6	6	21.4
(4) USGS (Topographic)	27	96.4	1	3.6
(5) Local Materials	6	21.4	22	78.6
(6) Other	14	50.0	14	50.0

The responses to question three fully supported the standard policy (Appendix A, Part 1). One hundred percent of the libraries surveyed felt that research needs of the faculty and aid in the teaching process were important purposes for their collections. About 60 percent of the respondents also felt that other factors such as the research needs of the community, recreation, travel, and reference were important considerations in their respective institution.

The actual ordering of the map collection was done by the head map librarian 85.7 percent of the time. An acquisition department and

general staff did the ordering in the remaining 10.7 percent of the time and one librarian did not respond to this question. Only 42.9 percent of the libraries consulted with people outside the library before they ordered the maps. The majority of 57.1 percent ordered strictly on their own. This was a violation of policy according to the literature.

The next set of variables covered types of maps considered in building a collection. All the types of maps listed in the policy statement were considered important in building a map collection. These maps were listed in Table Two with the results.

The only three types of maps collected by less than 50 percent of the respondents were celestial, roller, and rare maps. Rare maps would most likely be kept in a special collection or somewhere else away from the generally used maps. Roller maps tend to take up too much space.

Question eight referred to types of atlases included in collections. There were seven variables in this question; general world, thematic, regional/national, state/provincial, county/city, historical, and lunar/planetary/stellar. All of the atlases were considered important by well over 50 percent of the surveyed libraries with one exception. Lunar/planetary/stellar was the only type of atlas collected by less than 50 percent of the libraries.

The standard policy stated that the types of maps listed in Table Three were important items in a general map library collection. Two libraries did not respond to this question. Both of these two

Table 2

Types of Maps

Question	No.	Yes %	No.	No %
General	26	92.9	2	7.1
Topographical	28	100.0		
Thematic	24	85.7	4	14.3
Political	23	82.1	5	17.9
Geological	21	75.0	7	25.0
Historical	21	75.0	7	25.0
County/City/State	26	92.9	2	7.1
Celestial	12	42.9	16	57.1
Weather	18	64.3	10	35.7
Wall	17	60.7	11	39.3
Roller	9	32.1	19	67.9
Folded	16	57.1	12	42.9
Road	23	32.1	5	17.9
Rare	9	32.1	19	67.9
Special Purpose	15	53.6	13	46.4
Other	4	14.3	24	85.7

libraries stated the atlases were located in another collection on their respective campuses.

Table 3

Types of Atlases

Question	No.	Yes %	No.	No %	No ans.	%
(24) General World	26	92.9	2	7.1	2	7.1
(25) Thematic	22	78.6	4	14.3	2	7.1
(26) Regional/National	23	82.1	3	10.7	2	7.1
(27) State/Provincial	25	89.3	1	3.6	2	7.1
(28) County/City	18	64.3	8	28.6	2	7.1
(29) Historical	18	64.3	8	28.6	2	7.1
(30) Lunar/Planetary/ Stellar	12	42.9	14	50.0	2	7.1

Variables thirty-one through thirty-nine were concerned with types of reference materials in the map collection. Abstracts were the only item under 50 percent in the libraries that responded to the questionnaire. Even so, enough libraries collected them to warrant their inclusion in a written map policy. Table Four lists the types of reference materials. The one library which did not respond to this question had its atlas collection in another map collection on campus.

The next sets of variables were concerned with charts and photographs in a particular map collection. All the libraries responded to this question and the majority supported the inclusion of nautical charts, aeronautical charts, and aerial photographs in the written policy (Appendix A).

Table 4

Types of Reference Materials

Question	No.	Yes %	No.	No %	No ans.	%
(31) Abstracts	9	32.1	18	64.3	1	3.6
(32) Indexes	20	71.4	7	25.0	1	3.6
(33) Gazetteers	27	96.4			1	3.6
(34) Glossaries/dictionaries	24	85.7	3	10.7	1	3.6
(35) Cartobibliographies	21	75.0	6	21.4	1	3.6
(36) Directories	17	60.7	10	35.7	1	3.6
(37) Accession lists	20	71.4	7	25.0	1	3.6
(38) Printed catalogs	17	60.7	10	35.7	1	3.6
(39) Lists of dealers & catalogs	21	75.0	6	21.4	1	3.6

Table 5

Types of Charts and Photographs

Question	No.	Yes %	No.	No %
(40) Nautical Charts	25	89.3	3	10.7
(41) Aeronautical Charts	24	85.7	4	14.3
(42) Aerial Photographs	22	78.6	6	21.4
(43) Other	7	25.0	21	75.0

Other materials besides the above mentioned were found to be of importance in various collections. These variables included vertical file information, globes, plastic relief maps, periodicals, city plans, guide books, cartography books, and other relevant books. The extent to which map libraries included the above listing in their collection were as follows: vertical files, 57.1 percent; globes, 82.1 percent; plastic relief maps, 78.6 percent; periodicals, 53.6 percent; city plans, 71.4 percent; guide books, 50 percent; cartography books, 60.7 percent; relevant books, 57.1 percent. One library did not respond to this question. These percentages were not as consistently high as the previous categories with the exception of globes and plastic relief maps. Such factors as lack of interest, cost or low priorities might have accounted for some of these differences.

All of the libraries covered local areas of interest with large-scale topographic and thematic maps. All of the libraries contained a set of general reference world maps. The scale of these maps was somewhat varied. For general reference material the scale of 1:62,500 was too large. It would be very expensive to collect the whole world on maps at a scale of 1:62,500. This was probably the major reason why only 14.3 percent collected maps at this scale. One library did not respond to this question. Of the 27 who did respond, only 4 collected world maps on a scale of 1:62,500. Of the 4 libraries, 3 were large which tended to support the hypothesis that large libraries

have more money and were better able to afford the larger scale maps. As the scales got smaller the percentages increased with the exception of 1:2,000,000. At the scale of 1:1,000,000, 21.4 percent of the libraries responded positively; 46.8 percent collected maps at 1:250,000; 89.3 percent responded positively to the 1:1,000,000 scale. After this the percentage decreased; 60 percent of the libraries collected maps at a scale of 1:2,000,000. As scales got smaller, the less detail a map could hold; a scale of 1:1,000,000 represented 15.78 miles on the ground.[1] Enough detail could be shown at this scale, in a "decent sized" area that a magnifying glass would not be necessary to read the print. Smaller scales would be more useful to show topographic detail, but even then a person could not get, for example, much detail in one square inch.

Subject fields was the next category to be given consideration. The types of subject fields included were population, 16 responses; economy, 14 responses; politics, 16 responses; administrative divisions, 22 responses; transportation, 19 responses, land use, 16 responses, and "Other," 12 responses. The results were best represented in Table Six.

Investigation revealed other types of subject maps included topographic, geological, mineral, physical science, agricultural (although these could be incorporated under land use), medical, histor-

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[1] Dickinson, p. 102.

Table 6

Subject Fields/Themes of World Maps

Question	No.	Yes %	No.	No %	No ans	%
(57) Population	16	57.1	11	39.3	1	3.6
(58) Economy	14	50.0	13	46.4	1	3.6
(59) Politics	16	57.1	11	39.3	1	3.6
(60) Administrative divisions	22	78.6	5	17.9	1	3.6
(61) Transportation	19	67.9	8	28.6	1	3.6
(62) Land use	16	57.1	11	39.3	1	3.6
(63) Other	12	42.9	15	53.6	1	3.6

ical, and environmental. Some of these were incorporated under the type/types of maps considered when building collections which were discussed previously. These would include topographic, geological, historical, environmental and physical science. New additions to the subjects covered would be mineral, possibly agricultural and medical.

One of the questions of interest was the criteria used by libraries to build their collections. Current stated "visibility, amount of detail, size, color, durability, and accuracy"[2] were the important factors. He left out the most important one, geographical priorities.

[2]Current, p. 579.

All of the libraries checked geographical priorities as being important in building a collection. The other priorities checked as follows: visibility, 42.9 percent; amount of detail, 78.6 percent; color, 21.4 percent; durability, 25 percent; accuracy, 71.4 percent; other, 42.9 percent. By far the most important factors were geographical priorities, amount of detail, and accuracy; the remaining listed factors were of minor importance. Other factors mentioned were subject, date of publication, cost, scale, existing coverage and user demand. Two libraries placed publisher's reputation in the "Other" category, but this would fall under accuracy.

Carter, Bonk, and Magrill described materials as candidates for weeding if they were duplicated, outdated, worn out or destroyed through vandalism.[3] The results of the questionnaire supported this concept, thus validating this section of the standardized policy.

Of the twenty-eight libraries, seven did not weed their collection at all; seven did not respond. Outdated maps was the most important single criterion. A combination of outdated, worn, and duplicated were the most important multiple answer. This question totally supported the criteria for weeding as stated by Carter, Bonk, and Magrill.

An interesting fact which was observed was that only 57.1 percent, or 16 of the 28 librarians had any kind of specific training

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[3]Carter, Bonk, Magrill, p. 169.

Table 7

Candidates for Weeding

	No.	%
Outdated	6	21.4
Worn only		
Duplicates only	3	10.7
Worn & duplicates		
Outdated, worn, duplicates	7	25.0
None	7	25.0
No response	5	17.9

with maps. The remaining 39.3 percent, or 11, who responded to this question learned their skills while on the job. Six of the 11 have been on the job 6 years or longer: one had been employed between 3 to 5 years. The remaining 4 had been on the job less than 3 years.

As stated in the first part of this study, written policies were highly advocated in a library situation. Of the 28 libraries, only 11 had a written policy, 16 did not, and one did not respond. Of the 16 which did not have policies, only 6 had any plans for one in the future. When the questionnaires first started returning, the author believed that libraries were starting to recognize the importance of policies. However, as time progressed the returned questionnaires

showed many libraries still did not see the need for a written statement.

Through the SPSS crosstabs, the size of the library (17 over 100,000; 11 between 50,000 and 100,000), length of employment, and whether a particular library had a written policy were compared. The results were shown in Tables Eight and Nine.

Table 8

Libraries With a Written Policy as Compared with Length of Employment and Size

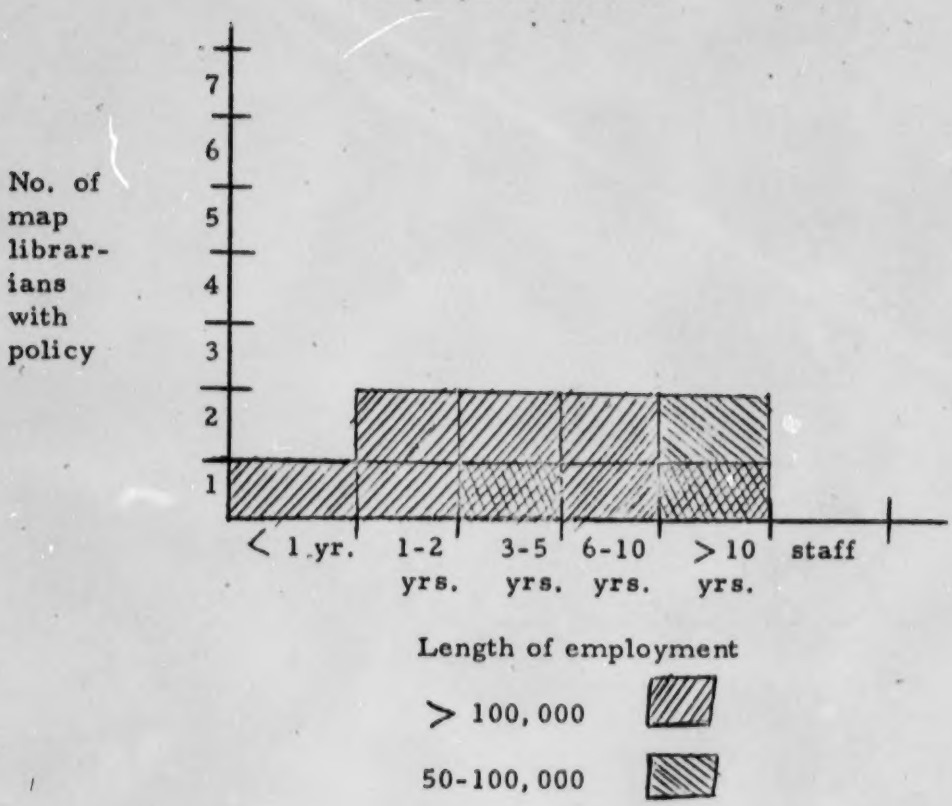
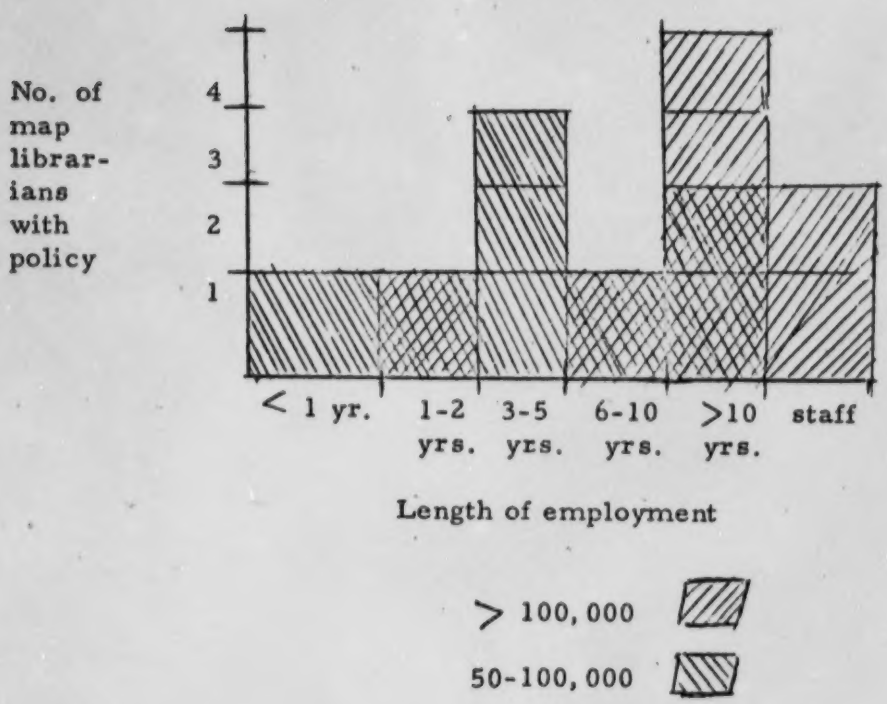


Table 9

Libraries Without a Written Policy as Compared with Length of Employment and Size



There were 27 librarians who responded: all 11 medium-sized libraries and 16 large libraries. Two graphs were devised. One showed libraries which had written policies versus length of employment. The second showed libraries which did not have policies versus length of employment. Size was an important consideration in both graphs.

The most interesting observation with this crosstabulation was that only 41 percent of the surveyed libraries had written policies. Library literature, as stated previously, stressed the importance of written policies. The results of this study were in direct contrast to

the literature. Of the 11 libraries which had policies, 8 of them were large libraries with the majority of the librarians having worked from 1 to 10 years. The categories of 1-2 years, 3-5 years, 6-10 years each had 2 libraries with written policies. The medium-sized libraries which had policies had librarians who worked from 3-5 years and over 10 years.

The negative policy graph, Table Nine, had 50 percent of the large libraries and 73 percent of the medium libraries. The large libraries saw more merit in having written policies than medium-sized libraries. The number of large libraries which had librarians employed over 10 years probably relied on experience for acquiring their maps and had confidence in their decisions. Still, it would be a good practice to have written policies if only for the simple reason of having a validated support of the parent institution.

On question 13, the libraries were asked to rank in order of priorities different geographical locations. For this particular question, this was the most appropriate means of handling and analyzing the data. There were 11 geographical locations the libraries were asked to rank on a scale from 1 to 11 with 1 being the most important. The data were then manipulated in order to make them easier to utilize. The quantified relative differences were placed onto a numerical scale in which the difference between each of the datum was 1. The data were then ranked on a scale from 10 to 0 with 10 representing the most

popular answer. The number of first place votes was added and an average was taken which normalized the value judgments of the different libraries. This process was followed with all the different locations. The end of the scale represented absolute zero. This represented the least popular answer of the geographical locations. On the whole, based on experience and good judgment, ranking the data seemed the best way to handle this data.

A nonparametric test was run on the data. The major question was do these two distributions of data come from the same population. Was there a significant difference between the data or were the results due to chance? Should the null hypothesis be accepted or rejected? The Kolmogorov-Smirov two sample test was performed on the data. The D in the Kolmogorov-Smirov test was represented in thousandths so the 22 was divided by 1000 before the problem could be worked. N_1 and n_2 represented the number of libraries in the sample. N_1 was 17, n_2 was 11. The computed value of chi square was .0129. The tabular value of chi square with 2 degrees of freedom at a significance level of .01 was 9.21. Thus there was no significant difference at the .01 level of significance; therefore, the null hypothesis was accepted.

Table 10

Kolmogorov-Smirov Two Sample Test on Ranking of Geographical Priorities

	(1) 50,000-100,000	(2) 100,000	Norm (1)	Norm (2)	(I) Accum. (1)	(II) Accum. (2)	(I-II) 1000
United States	9.7	8.9	0.168	0.160	1.000	1.000	0
Local material	8.2	7.8	0.142	0.141	.832	.836	4
Canada	8.2	7.4	0.142	0.133	.690	.695	5
Europe	6.9	6.7	0.119	0.121	.548	.562	14
Latin America	6.0	6.1	0.104	0.110	.429	.441	15
Australia	4.5	3.8	0.078	0.069	.325	.331	6
Asia	4.2	4.7	0.073	0.085	.247	.262	15
Africa	4.0	4.97	0.069	0.090	.174	.177	3
New Zealand	2.9	2.97	0.050	0.054	.105	.087	18
Polar Regions	2.1	1.60	0.036	0.029	.055	.033	22
Extra terrestrial	1.1	0.23	0.019	0.004	.019	.004	15
Total	57.8	55.47					

The largest number in the (I-II) 1000 column was then taken and chi square was figured based on the following equation:

$$X^2 = 4 (D)^2 \frac{n_1 n_2}{n_1 + n_2}$$

Chapter 5

SUMMARY AND CONCLUSIONS AND RECOMMENDATIONS

All of the map libraries queried in this study were depository libraries and all collected similar types of depository materials although local materials were deemed as relatively unimportant. All the libraries had similar purposes behind their collections with the head map librarian, in most cases, doing the actual ordering. It was noted that less than half of these head librarians actually conferred with academic departments before final decisions were made on a particular selection. This was contrary to what was found in the literature.

In terms of the questions with large numbers of possible answers such as types of maps, atlases, reference materials, charts and photographs, other materials and subject areas of maps, libraries checked none, some or all depending on what was considered important to a particular library. One question which was found interesting was the question concerned with criteria used when purchasing a map. All the answers were checked by at least one library, but it was found that only three of the answers were really important: geographical priorities, amount of detail and accuracy.

The ranking question showed a difference between the large libraries and the medium libraries. Both groups had the United States as most important with local materials and Canada as the next two in importance. Statistically, however, there was no significant difference between them.

Another major difference between the large and medium-sized libraries was that large libraries saw the importance in having written policies while the majority of the medium libraries did not have written policies. Another study would be to find out why the medium-sized libraries did not feel the need for written policy statements while the large libraries saw written policies as worthwhile.

Some other studies could be made based on materials the author received from the returned questionnaires. One study could be made on other types of materials in a particular collection. Another could be made on specialties a particular library collected.

On the whole, this study supported the initial problem statement. The statement said a comparison would be made between the actual practices and a standardized policy based on information in the literature. The study showed that libraries tended to build their collections based on recommendations in literature. The difference was in the degrees of importance various libraries placed on a particular item.

APPENDIX A

THE STANDARDIZED MAP SELECTION AND ACQUISITION POLICY

THE STANDARDIZED MAP SELECTION AND ACQUISITION POLICY

I. The purpose of this selection and acquisition policy is to provide a framework for obtaining materials for the map collection. The collection serves the entire academic community and supports departmental endeavors. The collection will enhance research needs of the faculty and aid in teaching practices.[1] The overall intention of the collection is to benefit those who desire to make use of its contents.

II. RESPONSIBILITIES

The main responsibility for maintaining and increasing the map collection rests with the head map librarian or curator.[2] It is his duty, however, to confer with the various departments which utilize maps in order to acquire those most useful to their needs, to the needs of the students and others who must use the collection.

III. GENERAL PRIORITIES IN ACQUIRING THE COLLECTION

A. A general reference set of maps of worldwide coverage is needed. Coverage includes large-scale and small-scale general and thematic maps. Atlases on an international, national, state, regional and thematic level are collected. Other related reference material is assessed according to the importance placed upon it by each library. The materials which are considered are as follows:[3]

MAPS	ATLASES
General	General world
Topographic	Thematic
Thematic	Regional/national
Political	State/provincial
Geological	County/city

---

[1] Koerner, p. 512.

[2] Nichols, p. 28.

[3] Schorr, p. 28.

MAPS (Cont.)

Historical
City/county/state
Celestial
Weather
Wall
Roller
Rare
Special purpose

OTHER

Vertical file
Globes
Plastic relief maps
Periodicals
City plans
Guide books
Cartography
Relevant books

ATLASES (Cont.)

Historical
Lunar-planetary/stellar

REFERENCES

Abstracts
Indexes
Gazetteers
Glossaries/dictionaries
Cart obibliographies
Directories
Accession lists/copyright catalogs
Printed catalogs of map libraries
Lists of dealers and their catalogs

CHARTS AND PHOTOGRAPHS

Nautical charts
Aeronautical charts
Aerial photos

B. Topographic and thematic maps in large-scale of the local area are acquired. These maps show, in great detail, the local areas of interest.

C. The library is developing the "time-series" sets of maps which show progression of an area from early to present times.

D. Materials free of charge, gifts or depository materials, in some instances, are collected.

E. Maps are considered for weeding if they are out-of-date, worn, duplicates or products of vandals.

F. Provisions are made for the cataloging of the present map holdings and other materials. The head map librarian supervises most of this work.

IV. LISTING OF PRIORITIES OF THE "TIME-SERIES" WITH SCALE:

A. Major areas: Local interest
Sub-regions: Areas related to the major area of local interest
Subject or specific series: every map, both current and retrospective historical maps - either original or facsimilies

B. Major areas: United States
Sub-regions: East, west, north, south
Subject or specific series:
Exploration, westward expansion, original settlement patterns, settlement distribution, population, transportation, urban development, political-administrative census divisions, economics, urban coverage, agriculture and land use; topographic maps at scales of:[4]

1:24,000
1:62,500
1:250,000
1:1,000,000

C. Major areas: Canada
Sub-regions: Areas closest to you, either physically or because of a common bond
Subject or specific series: Topographic maps at scales of 1:50,000, 1:250,000 and 1:1,000,000; urban maps for various metropolitan areas

D. Major areas: Latin America
Sub-regions: Mexico and areas where foreign students originate; also, if applicable, areas which are of interest for some reason
Subject or specific series: Topographic maps at scales of 1:250,000 and 1:1,000,000
Thematic maps at 1:1,000,000 and smaller

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[4]Brigham Young University Map Policy, p. 3.

E. Major areas: Europe
Sub-regions: Great Britain, France, Germany, Italy, Spain, Scandinavia, Low Countries, rest of Europe
Subject or specific series: Latest editions of the British Ordinance Surveys[5]
Detailed topographic coverage of Great Britain, France, Germany, Italy, Spain, Scandinavia and the Low Countries at scales of 1:100,000 or smaller

F. Major areas: Asia
Sub-regions: Areas from which foreign students originate or areas which have some kind of affiliation with the area of local interest
Subject or specific series: Topographic coverage at 1:1,000,000 or smaller
Defense Mapping Agency (formerly Army Map Service)[6]

G. Major areas: Africa
Sub-regions: Areas from which foreign students originate or areas which have some kind of affiliation with the area of local interest
Subject or specific series: Topographic coverage at 1:1,000,000 or smaller
Defense Mapping Agency

H. Major areas: Australia
Sub-regions: Areas from which foreign students originate or areas which have some kind of affiliation with the area of local interest
Subject or specific series: Topographic coverage at 1:1,000,000 or smaller
Defense Mapping Agency

I. Major areas: New Zeland and Oceania
Sub-regions: Areas from which foreign students originate or areas which have some kind of affiliation with the area of local interest

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[5]Ibid., p. 3.

[6]Ibid., p. 3.

Subject or specific series: Topographic coverage
at a scale of 1:1,000,000 or smaller
Defense Mapping Agency

J. Major areas: Polar regions
Subject or specific series:
Development of a general reference set of maps at a scale of 1:1,000,000 in particular
Thematic maps covering population, economy, politics, administration, transportation, land use. . . are acquired. Atlases are collected as they provide much of this information at a minimum cost.[7]

V. Criteria to be considered for evaluating and acquiring maps are as follows:[8]

A. Visibility

B. Amount of Detail

C. Color

D. Durability

E. Accuracy

VI. Large-scale topographic maps of the world are not to be purchased.

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[7]Koerner, p. 513.

[8]Current, p. 579.

APPENDIX B

COVER LETTER

September , 1977

Mr. Carlos B. Hagen, Librarian
University of California at Los Angeles
Room A-253
Social Sciences Building
Los Angeles, California 90024

Dear Mr. Hagen:

Criteria for evaluating and acquiring maps, atlases and general reference material for a map collection are important. This survey is concerned with establishing goals, criteria and geographical priorities in selected map libraries throughout the United States. The subject of this survey is important to map libraries; it should provide insights as to how map librarians actually select, evaluate and acquire their collections.

A few minutes of your time in answering the questions on this survey would be greatly appreciated. A self-addressed stamped envelope is included for your convenience.

Please complete this survey at your earliest convenience. If you would like a copy of the results of this survey, please indicate this on the questionnaire.

Thank you for your time and consideration.

Sincerely,

Susan A. Mortensen
6211 South 2200 West
West Jordan, Utah 84084

APPENDIX C

THE QUESTIONNAIRE

The purpose of this survey is to find on what basis map librarians acquire their collections. Your help in completing this survey will aid in this study.

1. Is your map library a depository library?
   _____ (1) Yes
   _____ (2) No

2. If the answer to question 1 is yes, please check all the depository materials that your library receives.
   _____ (1) TOPOCOM
   _____ (2) USGS (geologic)
   _____ (3) USGS (topographic)
   _____ (4) Local materials
   _____ (5) Other _____

3. What purpose does your map collection serve in your institution? Please check all that apply.
   _____ (1) Enhance research needs of the faculty
   _____ (2) Aid in the teaching process
   _____ (3) Other_____

4. Does the head map librarian do the actual ordering of maps?
   _____ (1) Yes
   _____ (2) No

5. If the answer to question 4 is no, who does the actual ordering? _____

6. Do you confer with academic departments which use maps before a final decision on map selection is made?
   _____ (1) Yes
   _____ (2) No

7. Which of the following type/types of maps do you consider in building your collection. Please check all that apply.

_____ (1) General	_____ (10) Wall
_____ (2) Topographical	_____ (11) Roller
_____ (3) Thematic	_____ (12) Folded
_____ (4) Political	_____ (13) Road
_____ (5) Geological	___ National
_____ (6) Historical	___ Internat'l.
_____ (7) City/county/state	_____ (14) Rare

_____ (8) Celestial
_____ (9) Weather
_____ (15) Special Purpose
_____ (16) Other

8. Which of the following type/types of atlases do you include in your collection? Please check all that apply.

_____ (1) General world
_____ (2) Thematic
_____ (3) Regional/ national
_____ (4) State/provincial
_____ (5) County/ city
_____ (6) Historical
_____ (7) Lunar/ planetary/ stellar

9. What reference materials does your collection contain? Please check all that apply.

_____ (1) Abstracts
_____ (2) Indexes
_____ (3) Gazetteers
_____ (4) Glossaries/dictionaries
_____ (5) Cartobibliographies
_____ (6) Directories
_____ (7) Accession lists/copyright catalogs
_____ (8) Printed catalogs of map libraries
_____ (9) Lists of dealers and their catalogs

10. What kind of charts and photographs does your collection contain? Please check all that apply.

_____ (1) Nautical charts
_____ (2) Aeronautical charts
_____ (3) Aerial photographs
_____ (4) Other_____

11. Do any of the following other materials pertain to your map collection? Please check all that apply.

_____ (1) Vertical files
_____ (2) Globes
_____ (3) Plastic relief maps
_____ (4) Periodicals
_____ (5) City plans
_____ (6) Guide books
_____ (7) Cartography books
_____ (8) Relevant books

12. Do you cover your local area of interest with large-scale topographic and thematic maps?

_____ (1) Yes
_____ (2) No

13. Please rank in decreasing order of importance your library's priorities for the following geographical areas.

_____ (1) United States
_____ (2) Canada
_____ (3) Latin America
_____ (4) Europe
_____ (5) Asia
_____ (6) Australia
_____ (7) Africa
_____ (8) New Zealand Oceania
_____ (9) Local material
_____ (10) Polar regions
_____ (11) Extra-terrestrial

14. Does your library contain a set of general reference world maps?

_____ (1) Yes
_____ (2) No

15. What scale/scales are these world maps? Please check all that apply.

_____ (1) 1:62,500
_____ (2) 1:100,000
_____ (3) 1:250,000
_____ (4) 1:1,000,000
_____ (5) 1:2,000,000

16. What subject fields or themes do your world maps cover? Please check all that apply.

_____ (1) Population
_____ (2) Economy
_____ (3) Politics
_____ (4) Administrative divisions
_____ (5) Transportation
_____ (6) Land use
_____ (7) Other_____
_____

17. What criteria do you take into consideration when purchasing a specific map for your collection? Please check all that apply.

_____ (1) Geographical priorities
_____ (2) Visibility
_____ (3) Amount of detail
_____ (4) Color

_____ (5) Durability
_____ (6) Accuracy
_____ (7) Other_____

18. Please explain what materials you consider candidates for weeding.

19. How long have you been employed as head map librarian at your particular institution?
_____ (1) Less than 1 year
_____ (2) 1 - 2 years
_____ (3) 3 - 5 years
_____ (4) 6 - 10 years
_____ (5) Over 10 years

20. Do you have any specific training in working with maps?
_____ (1) Yes. Please explain_____
_____
_____ (2) No

21. Does your library have a written selection and acquisition policy for maps?
_____ (1) Yes
_____ (2) No

22. If your library does not have a written policy at present, are there plans to have one written?
_____ (1) Yes
_____ (2) No

Susan Mortensen
6211 South 2200 West
West Jordan, Utah 84084

APPENDIX D

UNITED STATES LIBRARIES WITH OVER 100,000 MAPS

LIBRARIES WITH MAP COLLECTIONS OVER 100,000

University Libraries

University of California, General Library, Map Room
Berkeley, California 94720
Miss Sheila Dowd
Size: 117,000

University of California at Los Angeles (UCLA)
Room A-253, Social Sciences Building
Los Angeles, California 90024
Carlos B. Hagen, Librarian
Size: 220,000

San Fernando Valley State College, Department of Geography, Map Library
18111 Nordhoff Street
Northridge, California 91324
Wallace C. St. Clair, Librarian
Size: 165,000

University of Florida, University Library, Map Room
Gainesville, Florida 32601
Miss Lillian Seaberg, Assistant Librarian
Size: 125,000

University of Georgia, Library, Science Library, Map Collection
Athens, Georgia 30601
Miss Ann Ray Hogin, Map Librarian
Size: 175,000

Southern Illinois University, Science Library, Map Library
Carbondale, Illinois 62901
Mrs. Jean M. Ray, Acting Map Librarian
Size: 115,000

University of Chicago, Library, Map Library
Rosenwald Hall
Chicago, Illinois 60637
Agnes Whitmarsh, Map Librarian
Size: 211,684

Northwestern University, Map Library
Evanston, Illinois 60201
Mary E. Fortney, Map Librarian
Size: 107,000

University of Illinois, Maps and Geography Library
Urbana, Illinois 61801
Robert C. White, Maps and Geography Librarian
Size: 249,800

Indiana University, Department of Geography, Map Library
Bloomington, Indiana 47401
Robert D. Plank, Map Librarian
Size: 125,000

Indiana State University, Department of Geography and Geology
Map Library
Terre Haute, Indiana 47809
Dr. Benjamin Moulton, Department Chairman
Size: 120,000

University of Kansas, Map Library
Room 110, Kenneth Spencer Research Library
Lawrence, Kansas 66044
Mrs. Jennie Dienes, Library Assistant
Size: 120,000

Louisiana State University, School of Geology, Map Library
Baton Rouge, Louisiana 70803
Dr. Milton B. Newton, Jr., Curator
Size: 180,000

Harvard, College Library, The Winsor Memorial Map Room
Cambridge, Massachusetts 02138
Dr. Frank E. Trout, Curator of Maps
Size: 150,000

University of Michigan, General Library, Map Collection
Ann Arbor, Michigan 48104
Mrs. Mary K. DeVries, Map Librarian
Size: 122,000

University of Minnesota, Wilson Library, Map Division
Minneapolis, Minnesota 55455
Mrs. Mai Traude, Map Librarian
Size: 160,000

Princeton University, Library, Map Division
Princeton, New Jersey 08540
Lawrence E. Spellman, Curator of Maps
Size: 100,000

Columbia University, University Map Room
601 Schermerhorn Building
New York City, New York 10027
Albert J. Takazauckas
Size: 150,000

Kent State University, Map Library
Kent, Ohio 44240
W. David Voorhees, Map Librarian
Size: 100,000

Pennsylvania State University, Pattee Library
University Park, Pennsylvania 16802
Mrs. Ruby M. Miller, Assistant Reference Librarian
Size: 126,000

Southern Methodist University, Science Engineering Library,
Edwin J. Foscue Map Library
Dallas, Texas 75222
Mrs. Beverly J. Holmes, Map Librarian
Size: 127,000

University of Virginia, Alderman Library
Charlottesville, Virginia 22901
Size: 122,890

University of Washington, Geography and Map Library
Seattle, Washington 98105
Elinor C. Kelly, Librarian
Size: 182,000

University of Wisconsin, Map and Air Photo Library
384 Science Hall
Madison, Wisconsin 53706
Miss Mary Galneder, Map Librarian
Size: 113,250

APPENDIX E

UNITED STATES' LIBRARIES WITH MAPS NUMBERING BETWEEN 50, 000 AND 100, 000

LIBRARIES WITH MAP COLLECTIONS NUMBERING BETWEEN 50,000 AND 100,000

University Libraries

University of Arizona, Library Map Collection
Tucson, Arizona 85721
Miss Mary Blakeley, Map Librarian
Size: 80,000

San Diego State College, Geography Department, Map Library
San Diego, California 92115
Mrs. Peggy A. Irish, Map Curator
Size: 80,000

University of California at Santa Barbara, Sciences - Engineering Library, Map Room
Santa Barbara, California 93106
Robert Sivers, Librarian
Size: 63,657

University of Colorado, Map Library
Boulder, Colorado 80302
John Tull, Map Curator
Size: 70,000

Colorado School of Mines
Golden, Colorado 80401
Size: 55,000

University of Idaho, Library Map Section
Moscow, Idaho 83843
Walter T. McCauley, Social Science Librarian
Size: 50,000

Northern Illinois University, Swen Parson Library, Map Library
227 Davis Hall
DeKalb, Illinois 60115
Miss Helen J. Armstrong, Map Librarian
Size: 85,000

Western Illinois University, Department of Geography,
Geography and Map Library
Macomb, Illinois
John V. Bergen, Assistant Professor of Geography and Map
Librarian
Size: 55,000

Purdue University, Library, Map Collection
Memorial Center
West Lafayette, Indiana 47907
Mrs. Anne Black, Reference Assistant
Size: 69,000

Western Michigan University, Map Library
Kalamazoo, Michigan 49001
Dr. Louis Kiraldi, Map Librarian
Size: 54,000

University of Missouri, Geology Library
201 Geology Building
Columbia, Missouri 65201
Mrs. Carol Dallman, Geology Librarian
Size: 50,000

Washington University, Earth Science Library
St. Louis, Missouri 63130
Mrs. Harriet K. Long, Librarian
Size: 58,000

University of Nevada, Library
Reno, Nevada 89507
Miss Helen Poulton, Reference Librarian
Size: 75,300

Dartmouth College, Baker Memorial Library, Map Room
Hanover, New Hampshire 03755
Mrs. Genevieve Lind, Reference Assistant
Size: 79,000

Rutgers University, Library Government Publications Department
New Brunswick, New Jersey 08901
Francois X. Grondin, Chief
Size: 50,000

University of New Mexico, Zimmerman Library, Special Collections
Albuquerque, New Mexico 87106
David Otis Kelly, University Librarian
Size: 60,000

University of Oklahoma, Library, Map Collection
Room 407
401 West Brooks
Norman, Oklahoma 73069
Miss Opal Carr, Librarian
Size: 67,435

Oklahoma State University, Library Reference Department
Stillwater, Oklahoma 74074
Mrs. D. Corinne Colpitts, Assistant Librarian
Size: 70,000

Oregon State University, Library
Corvallis, Oregon 97331
Mrs. Etta Judd, Librarian
Size: 68,925

East Tennessee State University, Map Library
Johnson City, Tennessee 37601
Mr. Majid Ejlali, Librarian
Size: 50,000

University of Tennessee, Map Library
Geography and Geology Building
Knoxville, Tennessee 37916

University of Vermont, Guy W. Bailey Library, Map Room
Burlington, Vermont 05401
David A. Cobb, Map Librarian
Size: 81,250

Beloit College, Library
Beloit, Wisconsin
C. Peterman, Associate Director
Size: 54,166

University of Wisconsin at Milwaukee, Geography Department, Map Library
Room 379, Sabin Hall
Milwaukee, Wisconsin 53201
Mrs. Clive Murray, Map Librarian
Size: 85,923

SOURCES CONSULTED

SOURCES CONSULTED

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